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ABSTRACT

A study was conducted to update the handbook "Promising Practices in Career Education," May 1976 edition by reviewing eight projects conducted in Oregon during the fiscal year 1976. (The 1976 edition covered practices selected from Oregon vocational research and exemplary projects conducted from 1970 through 1975.) The project staff reviewed available documents on the eight projects, arranged on-site visits to each, and using the collected information compared each of the products and processes to previously designated innovation selection criteria. Of the eight practices examined, three were judged to meet a significant education problem, to perform effectively, and to be transportable vocational education products. The three promising practices identified were compiled and distributed as an update to the handbook. Additional minor changes to the handbook were also made (e.g., updated table of contents). Seven recommendations included provision of technical assistance to examplary project grantees in planning, implementing, and evaluating projects. The appendixes include samples of the innovation information and innovation selection criteria forms and copies of the updated handbook pages. (BL)

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ED145143

FINAL REPORT

ODE PROJECT NUMBER E-M-1-77
GRANT NUMBER 6-50-004-178

PROJECT DIRECTOR

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VOCATIONAL-TECHNICAL EDUCATION UNIT
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June 30, 1977

DEPARTMENT OF EDUCATION
CAREER AND VOCATIONAL EDUCATION SECTION

EXEMPLARY PROGRAMS

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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TITLE: Updating Promising Practices in Oregon Career and Vocational Education

INSTITUTION: Vocational-Technical Education Division
School of Education
Oregon State University

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PROJECT DURATION: March 21, 1977, through June 30, 1977

COSTS:	Federal	Local	Total
	$2,015	$543	$2,558

NUMBER OF STUDENTS AFFECTED: NA NUMBER OF STAFF INVOLVED: 14

PROJECT DESCRIPTION:

Under the auspices of the Oregon Department of Education, seventy-two vocational research and exemplary projects were reviewed, and transportable vocational products and processes or Promising Practices were identified. These Promising Practices were documented in the Promising Practices in Oregon Career and Vocational Education (hereinafter referred to as the Handbook). The handbook was reproduced and widely distributed throughout Oregon. However, the Promising Practices described in the Handbook were developed during 1970 through 1975. Vocational and exemplary projects conducted during Fiscal Year 1976 and 1977 have not been reviewed.

PURPOSE:

The purpose of the project is to review vocational research and exemplary projects conducted during Fiscal Years 1976 and 1977 and to document all Promsing Practices that are identified.

PROCEDURES AND OUTCOMES:

Procedures and instrumentation for conducting the review of vocational research and exemplary projects and the identification and documentation of Promising Practices developed during the prior project will be used with minor modifications. This includes the recording of data in existing documentation on the vocational research and exemplary projects, on-site data collection, and the documentation and production of Promising Practices. Two outputs will be produced by this effort: (1) Materials necessary for updating the existing Handbook, including descriptions on the 1976-77 Promising Practices and upgraded index and table of contents; and (2) a final report which will include summary descriptions of the new Promising Practices.

A. BACKGROUND

STATEMENT OF THE PROBLEM

Under the auspices and guidance of the Oregon Department of Education, Oregon State University's Vocational-Technical Education Unit reviewed vocational research and exemplary projects conducted in Oregon during fiscal years 1970 through 1975. Promising Practices that were developed during these projects were identified, and information on them compiled in a document called Promising Practices in Oregon Career and Vocational Education (hereinafter referred to as the Handbook). A methodology to conduct the review of projects for the identification of Promising Practices was developed and tested by Oregon State University's project staff.

Additional research and exemplary projects have been conducted under the auspices of Parts C and D of Public Law 90-576 since fiscal year 1975, the last year in which projects were initially reviewed. These new projects should be reviewed for Promising Practices. Information on these Promising Practices should also be identified and added to the Handbook.

OBJECTIVES

The purpose of this proposed effort was to update the Handbook (Promising Practices in Oregon Career and Vocational Education, May 1976 Edition) by reviewing eight (8) projects conducted in Oregon under the auspices of Parts C and D of the Vocational Education Amendments of 1968 (Public Law 90-576). These projects were conducted during Fiscal Year 1976. Information on Promising Practices identified as a result of the review process were compiled and prepared for distribution as an update to the Handbook. More specifically, this project produced by June 30, 1977, five-hundred (500), three-hole punched, collated copies inserted in envelopes (approximately 9" by 12") for distribution and the camera-ready copy of the following materials:

1. Title page showing that the Handbook has been updated (i.e., Revised June 1977);
2. "Table of Contents" that includes the Promising Practices developed during Fiscal Year 1976;
3. Individual descriptions of Promising Practices created in Oregon during Fiscal Year 1976;
4. "See Also" pages for the "Career Exploration," "Career Preparation," and "Career Specialization" sections, as needed ("See Also" pages contain cross references to Promising Practices based on career development level);
5. "Index" including the Fiscal Year 1976 Promising Practices;
6. "Glossary" if additional terms are needed to define Promising Practices and
7. Detailed instructions for updating the May 1976 edition of the Handbook with the Fiscal Year 1976 Promising Practices.

In addition to the outputs described on the previous page, ten copies of a final report were submitted to the Oregon Department of Education by June 30, 1977. The final report contains the following information:

1. Abstract.
2. Background - a summary of the problem and objectives of this project.
3. Major accomplishments - a summary of the degree to which milestones were met, major activities accomplished, and major problems encountered.
4. Summary and conclusions - a summary of the findings of this study in relationship to the findings of the initial review and the conclusions that can be drawn from this information.
5. Recommendations - a summary of policy recommendations on vocational research and exemplary projects based on this project's conclusions.

Fourteen staff members were involved in the conduct of this project.

B. MAJOR ACCOMPLISHMENTS

The process and materials used to conduct the review and compile and reproduce the outputs described in Section A, Objectives, are prescribed in detail in the document A Review of Vocational Research and Exemplary Projects Conducted in Oregon during Fiscal Years 1970-(1975) under the Auspices of Parts C and D of the Vocational Education Amendments of 1968 (P.L. 90-576): A Technical Report (Dille, Suzuki, Kenneke, and Pence, June 1976, pp. 6-16). This document contains a description of the methodology and findings of the initial review of vocational research and exemplary projects and the compilation and printing of the resulting Handbook. The duration of the project was March 21 to June 30, 1977.

1. The project staff reviewed available documents on eight projects and recorded pertinent information on the Innovations Information Form (Appendix A). The projects and their location are identified in Table 1.
2. With the assistance of the Coordinator for Applied Research, the project staff contacted eight selected research and exemplary projects and arranged an on-site visit with each. Staff members visited each project to confirm the information contained in the available documentation on the project and to acquire additional information as needed.
3. Using the collected information, the project staff compared each of the products and processes identified in the eight vocational research and exemplary projects to the selection criteria (Appendix B). Those products and processes that met the criteria were designated "Promising Practices."
4. A description of each Promising Practice was prepared by the project staff. The title page, table of contents, "See also", index, glossary, and detailed instructions for upgrading the Handbook were also prepared.

TABLE 1. LOCATION OF VOCATIONAL RESEARCH AND EXEMPLARY PROJECTS REVIEWED DURING THIS PROJECT

Local Educational Agency	Location
Madison High School	Portland
Area 1	Portland
Portland District 1	Portland
Clackamas or Mt. Hood or Portland Community College (Career Information System)	Portland Area
Gardner Junior High School	Oregon City
Clackamas Community College	Oregon City
Linn-Benton Community College	Albany
Lane Community College (Career Information System)	Eugene
Umpqua Community College (Career Information System)	Roseburg

5. The management team for this project organized a steering committee. The project staff sent a copy of the materials for upgrading the Handbook to each member of the steering committee. The project staff convened a meeting of the steering committee. During the meeting, members of the steering committee reviewed the proposed materials and recommended revisions as necessary. The steering committee also decided whether or not a questionable product or process should be designated a Promising Practice.
6. The project staff made necessary revisions to the upgrading of materials based on the recommendations and decisions of the steering committee. The project staff prepared camera-ready copies of the materials, reproduced the requisite numbers of them, and transmitted the printed materials to the Coordinator of Applied Research.
7. The project staff prepared a draft of the final report. A copy of the draft was provided to the Coordinator of Applied Research for review and comments. The project staff incorporated the comments and prepared the report for reproduction. Copies of the report were transmitted to the Coordinator for Research.

C. SUMMARY AND CONCLUSIONS

SUMMARY

Eight vocational research and exemplary projects, conducted during fiscal year 1975 were reviewed during this project. For the purposes of this project, practices were defined as: products and/or processes that addressed a significant career development problem. A project was a funded enterprise that could require one or more years to produce a practice. In some cases, a practice could be produced through a research (Part C of P.L. 90-576) or exemplary (Part D) effort or a combination of research and exemplary projects or a combination of exemplary projects.

Of the eight practices examined, three were judged to meet a significant educational problem, to perform effectively, and to be transportable (see Table 2). Those three practices were included in the Handbook. Five practices were judged insufficiently documented or lacking in evidence and were not included in the Handbook.

As can be seen from Table 3, the Practices included in the Handbook addressed the career awareness, exploration, and specialization levels. Three Practices not included in the Handbook addressed multiple career development levels.

Table 4 shows the educational level at which each of the Promising Practices intended to impact on. One Practice impacted on each of the following levels; elementary, middle/junior high, and community college. Table 5 illustrates the number of Practices included in the Handbook by career development level and by impact level. One career awareness Practice impacted the elementary level, one Practice impacted the middle/junior high level, and one specialization practice impacted the community college level.

Table 2. NUMBER AND PRACTICES IN EACH SELECTION CATEGORY

SELECTION CATEGORY	Number of Practices
Included in Handbook	3
Included with Reservation	0
Not Included	5
Total	8

Table 3. NUMBER OF PRACTICES BY CAREER DEVELOPMENT LEVEL AND BY WHETHER OR NOT THE PRACTICE IS INCLUDED IN THE HANDBOOK.

Career Development Level		Inclusion in Handbook Yes	No	Total
Career Awareness	No.	1	1	2
Career Exploration	No.	1		1
Career Preparation	No.		1	1
Career Specialization	No.	1		1
More Than One	No.		3	3
Total	No.	3	5	8

Table 4. NUMBER OF PRACTICES INCLUDED IN THE HANDBOOK BY EACH IMPACT LEVEL.

Impact Level	Number of Practices
Elementary	1
Middle/Junior High	1
High School	
Community College	1
More Than One	
Total	3

Table 5. NUMBER OF PRACTICES INCLUDED IN THE HANDBOOK BY CAREER DEVELOPMENT LEVEL AND BY IMPACT LEVEL

Career Development Level	Impact Level					
	Elementary	Middle/ Junior High	High School	Community College	More Than One	Total
Career Awareness	1					1
Career Exploration		1				1
Career Preparation						
Career Specialization				1		1
More Than One Level						
Total	1	1		1		3

Table 6. NUMBER OF PRACTICES INCLUDED IN THE HANDBOOK BY FUNDING SOURCE

Selection Category	Source of Funding	
	Research No.	Exemplary No.
Practice Included in Handbook		3
Practice Not Included in Handbook	2	3
Total	2	6

Table 7. FUNDING LEVELS FOR PRACTICES INCLUDED IN HANDBOOK BY FUNDING SOURCE

Selection Category	Funding Level	
	Research	Exemplary
Practices Included in Handbook		5,396 7,500 21,500
Practices Not Included in Handbook	12,081 10,000	7,000 12,535 15,000

Fiscal Characteristics

Three Practices produced with exemplary funds were included in the Handbook (Table 6). Three Practices produced with exemplary funds were not included in the Handbook. The two Practices developed with research funds were not included in the Handbook.

Table 7 shows funding levels for Practices included in the Handbook by funding source. Three Practices were included in the Handbook, each receiving the amounts of $5,396, $7,500, and $21,500 from exemplary funds.

Table 8 shows the number of Practices at each funding level by funding source and by whether or not the Practices were included in the Handbook. Two exemplary projects funded within the $5,000 to $9,999 range were included in the Handbook. One exemplary project funded in the $20,000 to $29,999 range was included in the Handbook. Two Practices included in the Handbook were developed in projects receiving funding for two or more fiscal years (Table 9).

One Practice included in the Handbook was developed under contract with a public school district (Table 10). One of the Practices included in the Handbook was developed under contract with a community college. The third Practice included in the Handbook was developed by an intermediate education district.

Development, Evaluation, and Documentation of Practices

The adequacy of the methodologies used to develop and evaluate practices varied widely among projects. However, the methodologies tended to be generally less than adequate. Nearly all projects implicitly or explicitly intended to affect student behaviors; but none could provide evidence that students ultimately benefited from the Practices that were developed. Of the three Practices included in the Handbook, none had evaluative data on student achievement. Furthermore, for all of the Practices, the only evidence of an effectiveness was the degree to which the developmental methodology used appeared to be adequate.

Table 8. NUMBER OF PRACTICES AT EACH FUNDING LEVEL BY FUNDING SOURCE AND BY WHETHER OR NOT THE PRACTICES WERE INCLUDED IN THE HANDBOOK

	Funding Source			
	Research		Exemplary	
Funding Level (in $)	Yes	No	Yes	No
0-4,999				
5,000-9,999			2	1
10,000-14999		2		1
15,000-19,999				1
20,000-24,999			1	
25,000-29,999				
30,000+				
Total		2	3	3

Table 9. NUMBER OF PRACTICES FUNDED FOR ONE OR TWO OR MORE YEARS BY SELECTION CATEGORY

	Number of Years Funded	
	One	Two or More
Selection Category for Practice	No.	No.
Included in Handbook	1	2
Not Included	3	2
Total	4	4

Table 10. NUMBER OF PRACTICES IN THE HANDBOOK BY CONTRACTING AGENCY

Contracting Agency	Number of Practices
Public School	1
Community College	1
University	
IED	1
Total	3

The actual effectiveness of these practices is speculative because a sound developmental methodology only enhances the extent to which a resulting practice will be effective. A sound developmental methodology does not guarantee the effectiveness of a resulting practice.

It was assumed that a practice was more transportable to another environment if its documentation was complete. That is, there appeared to be a relationship between the availability of a practice or its description in hard copy and the degree to which another institution or agency could adopt it, most likely after adapting the practice to its own environment. However, the degree to which practices were communicable through means other than word of mouth varied among projects. By definition, all practices included in the Handbook are communicable (Table 11). Most of these were adequately documented in addition to having individuals willing and able to discuss the practices with interested persons. However, a standardized means to disseminate practices is not available.

Documentation on the development of practices included proposals, quarterly or interim reports, and final reports. However, the existence of documentation and the adequacy of available documentation varied markedly among practices. Although staff members of the Oregon Department of Education were more than willing to assist this project's staff to acquire needed documentation, a large amount of information had to be collected during field visitations.

Although not conclusive, it appears that the eight practices could be characterized in other ways. A majority of the staff members interviewed indicated that staff commitment, whether it involved the availability of staff time, teachers' attitudes and/or administrators' attitudes, was a key condition to the success or failure of a developmental effort.

Table 11. NUMBER OF PRACTICES BY LEVEL OF COMMUNICABILITY OF THE PRACTICE

Communicability of Practice	Practice Included in Handbook		Total
	Yes	No	
Yes	3		3
Partial			
No		5	5
Total			8

CONCLUSIONS

The following are conclusions pertinent to the funding of vocational research and exemplary projects. They are based on the findings previously described and on the reflections by project staff members as a result of experiences during the conduct of this project:

1. Projects were generally conducted with a high degree of professionalism. However, greater attention needed to be paid to the planning, implementation, and management of projects and the designing and implementation of project and program evaluations.
2. Because of the small number of projects reviewed it was not possible to draw conclusions regarding level of funding and development of a promising practice. Similarly, little could be concluded about the success factor of projects conducted by public school districts, intermediate educational districts, and other types of agencies.
3. More practices would have been designated as "Promising" if means were available for communicating them to others. Inadequate documentation and unavailability of material were primary deterrents to the communication of practices.
4. More practices would have been designated "Promising" if all objectives and/or activities specified in the proposal had been accomplished.

D. BUDGET RECAPITULATION

TITLE OF PROJECT Updating Promising Practices in Oregon Career and Vocational Education

	TOTAL COSTS	LOCAL COSTS	FEDERAL COSTS
A. Personnel--including Employee Benefits			
1) Staff--List Names			
Kononen, James	1,392.00		1,392.00
Kenneke, Larry	232.00	232.00	
Suzuki, Warren	180.00	180.00	
2) Consultants--List Names			
B. Travel	244.00		244.00
C. Services--Please Specify			
Printing	220.00		220.00
Communications	10.00		10.00
D. Supplies			
E. Equipment--Use only when appropriate			
F. Other Costs			
Indirect Costs @ 15%	280.00	131.00	149.00
Cost Sharing (percent) 17.5%			
Column Totals	2,558.00	543.00	2,015.00

E. RECOMMENDATIONS

Based upon the findings of the review project, the following recommendations are offered:

1. Encourage active participation of potential users in the planning and/or development of projects' processes and materials.
2. Incorporate third-party evaluation as early as possible and as an integral part of the project's planning stage as well as the developmental stage.
3. Provide technical assistance for practitioners wishing to submit proposals to include all aspects of writing, implementing, documenting and evaluating funded proposals.
4. Provide technical assistance to potential grantees on product and process evaluations and on the importance of securing valid evidence on student and/or staff performance.
5. Establish clearly defined criteria for the selection and awarding of funds.
6. Provide technical assistance to grantees in the following areas: using third-party evaluators, conducting self assessments, and planning and managing programmatic efforts.
7. Conduct a review of career and vocational research and exemplary projects every other year or every third year if the number of projects are few. Provide for a review of practices already reported in the Handbook as well as new practices.

APPENDICES

1/21/76

APPENDIX A

Code No. _____

INNOVATION INFORMATION FORM

Innovation: _____

Project Title: _____

Funded Period: _____ Funded Amount: _____

_____ _____

Agency: Name _____

Address _____

_____ Zip _____

Project Director: _____

Information Sources for Review:

Name _____ Phone _____

Address _____

_____ Zip _____

Interview Date _____ Approximate length of Interview _____

Interviewer _____

Documents:	Type	Date
	_____	_____
	_____	_____
	_____	_____
	_____	_____

Is innovation or modification thereof NOW being used? ___YES ___ NO

When last used? _____

Keywords:

___ Staff
___ Students
___ Interdisciplinary
___ Articulation
___ Other _____

_____

___ Career Development
___ Process
___ Inservice
___ Disadvantaged/Handicapped

Need	N/A	Verify	
			1.0 Population for innovation.
___	___	___	1.1.1. Students:_____ Target ____ Number Affected _____
___	___	___	1.1.1a Age/grade _____
___	___	___	1.1.1b Special characteristics
			___ None
			___ Sex _____
			___ Ethnicity _____
			___ Disadvantaged/Handicapped _____
			___ Other _____
			1.1.1c Subject-matter area in which innovation occurs:
			___ Cluster _____
			___ Practical Arts _____
			___ Other _____
			1.1.1d When does innovation occur (time frame)? _____
			_____
___	___	___	1.1.2. Staff: ___ Target (comp. 1.1.1 ultimate) No. Affected_____
			___ Instrumental (enable students to use innovation) (complete, 1.1.1, target)
			___ Not applicable
___	___	___	1.1.2a Specialty
			___ Practical arts teacher _____ Level____
			___ Cluster teacher _____ Level____
			___ Other teacher _____ Level____
			___ Counselor _____ Level____
			___ Other _____
___	___	___	1.1.2b Special Characteristics
			___ None
			___ Special training _____
			___ Ethnicity _____
			___ Sex _____
			___ Other _____

Need	N/A	Verify		
___	___	___	1.1.3	Other: ___Target (complete 1.1.1 ultimate) ___Instrumental (enable students to use innovation)
___	___	___	1.1.3a	Characteristics _____ _____ _____ _____ _____
___	___	___	1.2.1	Objectives
			1.2.1a	Were project objectives derived from a needs assessment? ____YES ____NO
			1.2.1b	List Objectives

Need N/A Verify

___ ___ ___ 1.2.2. Evidence of the attainment of objectives.

Consider the following for each objective:

Objective No. ____

a. Finding (data and information) _____

_____

b. Instrument to collect data _____

_____

c. Evidence that instrument validated _____

_____

d. Sample (characteristics/number/time frame)_____

_____

e. Procedures for collecting data _____

_____

f. Conclusions drawn from data _____

_____

Objective No. ____

a. Finding (data and information) _____

_____

b. Instrument to collect data _____

_____

c. Evidence that instrument validated _____

_____

d. Sample (characteristics/number/time frame) _____ _____

_____ _____

e. Procedures for collecting data _____

_____

f. Conclusions drawn from data _____

_____

Need N/A Verify

2.0 Characteristics of the Innovation

___ ___ ___

2.1 How does the innovation work with the target population? (Not its development)

Need N/A Verify.

2.0 Characteristics of the Innovation (continued)

_ ___ ___ 2.1.1a Minimum and/or optimum and/or maximum number of participants (target population) that facilitates success.

Population	Number Minimum	Optimum	Maximum
_____	_____	_____	_____

_ ___ ___ 2.1.2 Physical Space

2.1.2a Type: ___ Office ___ Laboratory ___ Classroom

___ Mobile Unit ___ Other_____

_ ___ ___ 2.1.2b If space not in school, identify location_____

_____

_ ___ ___ 2.1.2c Amount of utilization of space.

Type of Space	Utilization (time frame)
_____	

_ ___ ___ 2.1.2d Special characteristics of space: (including modifications)

___None. _____

_____

_ ___ ___ 2.1.3 Staffing for innovation. ___None.

_ ___ ___ 2.1.3a Number and type of staff working with innovation.

Type	Number	Possible Alternative
___Cluster teacher	_____	_____
___Practical Arts teacher _____	_____	_____
___Elementary Teacher _____	_____	_____
___Other Teacher _____	_____	_____
___Counselor	_____	_____
___Other _____	_____	_____

_ ___ ___ 2.1.3b How much of the teaching day was devoted to the use of the innova

Type of Staff	Amt. of Time	Time Fram
_____	_____	_____
_____	_____	_____

Need N/A Verify

___ ___ ___ 2.1.3c Inservice/preservice education required.

1. Type and time frame.

Type	Time Frame

___ ___ ___ 2. Preservice materials available:

___None

___Title_____

___ ___ ___ 2.1.3d Special Characteristics of staff.

___ None
___ Ethnicity _____
___ Sex _____
___ Other _____

2.1.4 Resources--Materials

___ ___ ___ 2.1.4a Type and title of materials and number needed

Type*	Title	Number

___ ___ ___ 2.1.4b For copyrighted materials, cost and vendor. ___None

Piece No.	Publisher	Unit Cost	Date of Purchase

___ ___ ___ 2.1.4c If copyrighted material, can they be reproduced? _____

___ ___ ___ 2.1.4d For non-copyrighted materials, cost, vendor and developer.

Piece	Developer	Source	Unit Cost

Need N/A Verify

2.1.5 Resources--Equipment

___ ___ ___ 2.1.5a Type and number of equipment used in innovation.

Type	No. Needed
_____	_____

___ ___ ___ 2.1.5b Vendor and estimated cost of audiovisual equipment.

Item No.	Vendor	Cost	Purchase Date
_____	_____	_____	_____

2.1.6 Resources--Community

___ ___ ___ 2.1.6a Type of community resources (e.g. service clubs, guest speakers, etc.)

___None _____

___ ___ ___ 2.1.7 Modification and/or alternatives that can be made to staffing, materials, equipment and space. ___None.

	Actual	Projected
a. _____	_____	_____
b. _____	_____	_____
c. _____	_____	_____

2.1.8 Are the resources and procedures to use the innovation documented (e.g., bibliography, materials list, handbooks, etc.)?

___ ___ ___ 2.1.8a Staff. ___Yes ___No Where? _____

___ ___ ___ 2.1.8b Materials. ___Yes ___No Where? _____

___ ___ ___ 2.1.8c Equipment. ___Yes ___No Where? _____

___ ___ ___ 2.1.8d Space. ___Yes ___No Where? _____

___ ___ ___ 2.1.8c Procedures. ___Yes ___No Where? _____

Need | N/A | Verify

2.2.0 Is the continued operation of the innovation (project) dependent upon the employment of one person? ___YES ___NO

2.2.1a Why? ____unique characteristics

___ no one trained to assume back-up position

____other, specify _____

_____

2.2.1b Could somebody else be trained? _____

2.2.1c Is the innovation affected by high student turnover? _____

2.2.1d What is "high student turnover" _____

2.2.1e What is affected by high student turnover? _____

_____

2.2.1f If the project is ongoing, can a student enter at any time?

_____

2.2.1g If the project is ongoing, can a student leave at any time?

_____

3.0 Must there be parental acceptance of the innovation? _____

3.1.1a Is it documented? ___YES ___NO

3.1.1b Where? _____

3.2 What is the key element of your innovation? That is, without what part would it not work?

____ teachers' attitude ____community resources

____ special materials ____special equipment

____ other, specify _____

4.0 What major problems have been encountered?

4.1.0 During the development _____

_____

4.2.0 During implementation _____

_____

4.3.0 Have there been any changes from the original innovation? _____

4.3.1 If so, please describe the changes. Did the changes have to do with

____length ____subject material

____reading level ____flexibility

____other, specify _____

Need N/A Verify

___ ___ ___ 5.0 Has the innovation been replicated elsewhere? ___YES ___NO

Where? _____

Is there a contact person? _____

___ ___ ___ 6.0 Were federal funds used other than OBE funds? _____

When? _____

For what? _____

How much? _____

___ ___ ___ 7.0 What additional resources were needed to implement (not develop) the innovation? ___None.

_____

_____

_____

___ ___ ___ 8.0 Management Plan. Documentation of planning, organizing, directing and controlling innovation. ____None.

____Planning

____Organizing: ____ Structure

____ Job descriptions

____ Other _____

____Supervising:

____ Directions for staff

____ Directions for students

____Evaluation:

____ Instrumentation

____ Administration procedures

____ Analysis procedures

____ Reporting procedures

____ Other _____

___ ___ ___ 9.0 Were the procedures used to develop the innovation sound?

___ ___ ___ 9.1 Did problem describe deficiency or need of students and/or program? ____YES ____NO

Need	N/A	Verify			
___	___	___	9.2	Were objectives logically derived from the problem?	___YES ___NO
___	___	___	9.3	Were objectives measurable?	___YES ___NO
___	___	___	9.4	Were procedures clearly specified?	___YES ___NO
___	___	___	9.5	Was a formative evaluation methodology specified?	___YES ___NO
___	___	___	9.6	Was a summative evaluation methodology specified?	___YES ___NO
___	___	___	9.7	Were staffing requirements clearly specified?	___YES ___NO
___	___	___	9.8	Were requirements for space, materials, and equipment clearly specified?	___YES ___NO
___	___	___	9.9	Were systematic procedures for making decisions to change outcomes, activities, or relationship clearly specified?	___YES ___NO

10.0 Contact point.

___ ___ ___ 10.1.1 Person who can be contacted regarding innovation. ___ None.

Name _____ Title _____

Address _____

_____

Phone (if appropriate means) _____

___ ___ ___ 10.1.2 Suggested visitation schedule. ___None.

_____

_____

___ ___ ___ 10.1.3 Available materials most appropriate for awareness of innovation: ___None.

Title and type _____

Instructions for acquisition _____

APPENDIX B

INNOVATION SELECTION CRITERIA

PROJECT NAME: _____

PROMISING PRACTICE: _____

A. The innovation addresses a significant problem. ___Yes ___No

A.1. One or more career development levels is/are addressed. ___Yes ___No

A.2. One or more functions (priorities) is/are addressed. ___Yes ___No

A.3. The number of potential adopters is large. ___Yes ___No

B. The innovation is effective.
___Yes
___Partial
___Possible
___No
___No Evidence

B.1. Primary evidence: students achieved objectives.
___Yes
___Partial
___No
___No Evidence

B.2. Secondary evidence:

B.2.1. Instrumental population achieved objectives.
___Yes
___Partial
___No
___No Evidence

B.2.2. Instrumental population prepared to use innovation.
___Yes
___No
___Not Applicable

B.2.3. Developmental methodology is sound.
___Yes
___Partial
___No

C. The innovation is transportable.
___Yes
___With Reservations
___No

C.1. Innovation is adaptable without affecting outcomes.
___Yes
___No
___No Evidence

C.2. Innovation can be communicated.
___Yes
___Partial
___No

C.2.1. Documents contain descriptions of operations, resource requirements, and management of innovation.
___Yes
___No
___Not Applicable

C.2.2. Person(s) available to provide descriptions of operations, resource requirements, and management of innovation.
___Yes
___No

C.2.3. Demonstration of operation of innovation is available.
___Yes
___No
___Not Applicable

D. The innovation should be reported in the Handbook.
___Yes
___With Reservation
___No

DECISION ON INCLUDING INNOVATION IN HANDBOOK

If A	and	B	and	C	then	D is
Yes		Yes		Yes		Yes
Yes		Yes		With Reservation		Yes
Yes		Partial		Yes		Yes
Yes		Partial		With Reservation		Yes
Yes		Possibly		Yes		With Reservation
Yes		Possibly		With Reservation		With Reservation
Yes		No Evidence		Yes		With Reservation
Yes		No Evidence		With Reservation		With Reservation
No						No
		No				No
						No

INSTRUCTIONS FOR UPDATING THE MAY 1976 HANDBOOK, PROMISING PRACTICES IN OREGON CAREER AND VOCATIONAL EDUCATION

To update your 1976 Handbook do the following:

1. Remove title page (April, 1976) and replace with the revised title page (June, 1977).
2. Remove original Table of Contents and replace with June 1977 revision.
3. Insert Promising Practices pages A15 and A16 directly behind page A14.
4. Insert Promising Practice page E15 directly behind page E14.
5. Remove "See Also" page at back of Exploration Section and replace with revised "See Also" page (contains Practices beginning with A4 and ending with S5).
6. Remove "See Also" page at back of Preparation Section and replace with revised "See Also" page (contains Practices beginning with A4 and ending with S5).
7. Remove "See Also" page at back of Specialization Section and replace with revised "See Also" page (contains Practices beginning with A4 and ending with P10).
8. Remove April, 1976 Index and replace with June, 1977 Index.

PROMISING PRACTICES IN OREGON

CAREER AND VOCATIONAL EDUCATION

Created in Oregon under the
Auspices of Parts C and D of P.L. 90-576

Larry J. Kenneke	Project Director
Warren N. Suzuki	Project Co-Director
Jeane L. Dille	Project Co-Director
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Vocational Technical Education Unit
School of Education
Oregon State University

in cooperation with

Department of Education
State of Oregon

June 1977

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A15

PROMISING PRACTICE: Articulating Goals through Career Awareness/Exploration Curriculum Kits

Marion IED

GROUPS INVOLVED:

Students, grades K-8
Teachers, grades K-8

PURPOSE:

Curriculum Development

EMPHASIS:

Career Awareness/Exploration
Articulation
Goals
Integration

GROUP SIZE:

13 staff/year

ENVIRONMENT:

Statewide

RESOURCES USED TO ACCOMPLISH OBJECTIVES:

13 Curriculum Writers
1 Career Awareness Specialist
1 Career Exploration Specialist
1 District Career Awareness Specialist
185 Field Test Site Teachers

MATERIALS DEVELOPED:

Career Awareness Curriculum Kits

EVALUATION:

Classroom Tested
No Student Performance Data

PUBLICATIONS AVAILABLE FROM:

Division of Continuing Education
P. O. Box 1491
1633 S. W. Park Avenue
Portland, OR 97207

A goal-based program has been developed that articulates awareness/exploration goals for career education in Oregon. The program addresses the following goals:

The student will:

1. Identify and develop attitudes about the world of work,
2. Acquire knowledge about the world of work,
3. Identify their individuality and continue to develop a relationship with occupational roles,
4. Develop skills in decision-making, communicating, and creating as related to the world of work,
5. Develop physical and mental skills related to occupational roles.

The curriculum is based upon these program goals. Each of the program goals is supported by a set of course goals that divides the goal into a variety of learning objectives. Each course goal is supported by three performance indicators and each indicator is supported by three classroom activities. The activities are identified according to grade level and subject matter.

MATERIALS DEVELOPED: Two curriculum kits were produced, one for grades K-3 and the other 4-8. Each is a five volume loose-leaf notebook set which presents a goal based career education curriculum for use by classroom teachers.

PROJECT BACKGROUND: Many Oregon school districts expressed the need for goal-based career awareness curriculum materials that could be incorporated into existing programs. To meet this need the Marion County IED and the State Department of Education initiated a K-8 career awareness/exploration curriculum materials development project. Writing teams composed of teachers developed classroom activities for the curriculum kits. The kits were field tested in elementary/middle schools. The test sites were representative of elementary/middle schools in Oregon. Upon completion of the field tests, the writing teams again met to revise the curriculum kits.

FOR FURTHER INFORMATION, CONTACT:

Daniel B. Grimes
Specialist, Career Awareness
Oregon State Department of Education
Salem, Oregon 97310

A16

PROMISING PRACTICE: A Delivery System for Career Information

Career Information System

GROUPS INVOLVED:
Counselors, 13-14
Administrators, 13-14

PURPOSE:
Technical Assistance

EMPHASIS:
Occupational and Labor Market Information
Educational Information
Career Guidance

GROUP SIZE:
50 Counselors/year
40,000 Students/year

ENVIRONMENT:
Community Colleges

RESOURCES USED TO ACCOMPLISH OBJECTIVES:
CIS Consultants

MATERIALS REVISED:
User's Handbook: Computer Terminal
User's Guide: Needle Sort Implementation Handbook

EVALUATION:
No Validated Data

PUBLICATIONS LIST AVAILABLE FROM:
Career Information System
247 Hendricks Hall
University of Oregon
Eugene, Oregon 97403

Localized, updated career and educational information is provided to Oregon community colleges by the Career Information System. Technical assistance through personal consultation and in-service workshops is provided to develop career guidance programs and the establishment of career resource centers in community colleges.

CIS staff has been called upon to provide extensive consultation in relation to the development of career resource centers. CIS staff has provided advice regarding the placement and type of terminals, the installation of the terminals, and the relationships with the phone company and computing centers. In addition to these consultation services, CIS staff conducted several on-campus training sessions for counseling aides and/or counselors in the utilization of CIS in that specific setting.

CIS research analysts were called upon occasionally to provide manpower reports to administrators at several community colleges for the purpose of improving the program planning process.

MATERIALS REVISED:
User's Handbook for Computer Terminal
User's Handbook for Needle-Sort Implementation Handbook

PROJECT BACKGROUND: Several of Oregon's thirteen community colleges had developed extensive career information and guidance programs for their constituents. Others were beginning, while a few had only plans for such. All were in need of assistance to increase their effectiveness. Several of the community colleges were utilizing the computerized version of CIS, some were using only the Needle-Sort system, and a few were not using CIS at all. Community colleges requested that the Career Information System provide them with technical assistance to advance their career guidance programs. In-service workshops which emphasized utilization of CIS were conducted specifically for community college staff. Assistance was also provided for the development of career resource centers.

FOR FURTHER INFORMATION, CONTACT:

John Clyde
Career Information System
247 Hendricks Hall
University of Oregon
Eugene, Oregon 97407

E15

PROMISING PRACTICE: A Model for Integrating Career Education into the Junior High School Curriculum

Oregon City Public Schools

GROUPS INVOLVED:
- Students, grades 7,8,9
- Teachers, grades 7,8,9
- Counselors, grades 7,8,9
- Administrators, grades 7,8,9

PURPOSE:
- Career Exploration

EMPHASIS:
- Interdisciplinary
- Integrated
- Curriculum Development
- Teaching Strategies

GROUP SIZE:
- 816 students/year
- 44 staff/year

ENVIRONMENT:
- Suburban School District

RESOURCES USED TO ACCOMPLISH OBJECTIVES:
- 44 staff (teachers, counselors, administrators)
- 1 Career Exploration Consultant
- 2 External Evaluators

MATERIALS DEVELOPED:
- Matrix
- Implementation Guide

EVALUATION:
- Classroom Tested
- No Student Performance Data

Teachers, counselors, and administrators in Oregon City have developed and implemented a comprehensive career exploration program in the junior high school. It is an interdisciplinary program. Instructors in each discipline teach that part of S.U.T.O.E. (Self Understanding Through Occupational Exploration) most closely related to their subject area. For example, the English instructor teaches only those components of economics, self understanding, decision making, and clusters which lend themselves to that subject matter. Similarly, mathematics, science, and practical arts teachers deal with those components most closely related to their areas. A process has been established to minimize overlap and duplication in an effective and efficient manner.

MATERIALS DEVELOPED: Two products were developed to assist with implementation of an integrated approach to career exploration: a Matrix and Implementation Guide. The Matrix is a planning document and serves as a visual record of progress toward attainment of selected goals. Goals and objectives are referenced to courses being offered. As teachers and counselors develop materials for specific objectives, the progress is recorded on the matrix. The Implementation Guide contains a summary of the process used to change career exploration from a semester unit experience to a completely integrated program. The Guide outlines the staff development process and includes samples of teacher developed materials. The Matrix and Guide are available from the State Department of Education Resources Center, Salem.

PROJECT BACKGROUND: Oregon City School District serves a population of 23,000 and is located thirteen miles south of Portland. The community is in a fast growing suburban area. Paper making and light agriculture are the main local industries. The District had a total 1975-76 enrollment of 6,700. It consists of one high school with 1300 students, three junior high schools with approximately 600 students in each, and twelve elementary schools. Personnel of the three junior high schools recognized the need to cross curriculum lines with career exploration activities. The S.U.T.O.E. program fulfilled this need and was implemented in the district. A one semester S.U.T.O.E. class was initiated at Ogden Junior High School. However, facility and staff limitations made a separate S.U.T.O.E. class impossible at Gradiner. Therefore, forty-four staff members participated in the development and implementation of an integrated career exploration program.

FOR FURTHER INFORMATION, CONTACT:

Dale Davis
Director of Career Education
1417 12th Street
Oregon City, Oregon 97045

SEE ALSO

Facilitating Career Education in Isolated Communities Through a Six-County Consortium. A4

Developing a Total Career Program, 1-12. . . . . A5

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SEE ALSO

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